

**AN ANALYSIS OF CODE SWITCHING IN THE PROCESS OF
TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE
IN THE CLASSROOM AT MADRASAH TSANAWIYAH DINIYYAH
PUTRI PESAWARAN**



A Thesis

**Submitted in Partial Fulfillment of
The Requirements for S-1 Degree**

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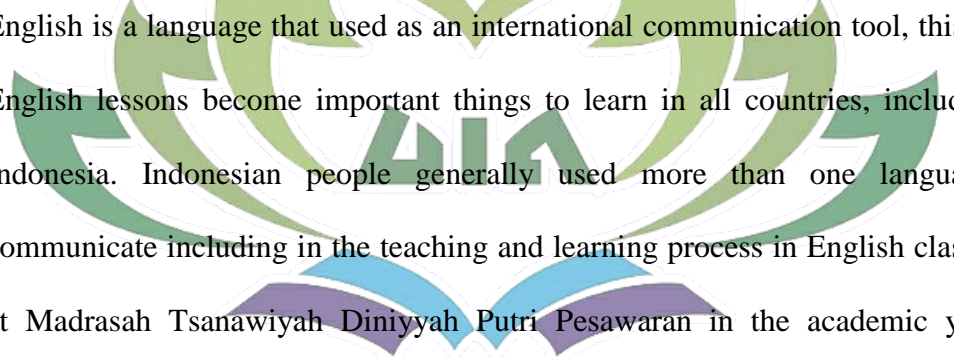
**TARBIYAH DAN TEACHER TRAINING FACULTY
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STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2020/2021**

ABSTRACT

AN ANALYSIS OF CODE SWITCHING IN THE PROCESS OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE CLASSROOM AT MADRASAH TSANAWIYAH DINIYAH PUTRI PESAWARAN

BY:

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English is a language that used as an international communication tool, this made English lessons become important things to learn in all countries, including in Indonesia. Indonesian people generally used more than one language to communicate including in the teaching and learning process in English classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran in the academic year of 2020/2021.

In English classroom, English lessons were closely related to speaking or communicating using English, but because English was not the mother tongue, not the main language in Indonesia and students English ability were not good enough, sometimes teachers and students find situations made they spoke Indonesian, code switching in English classroom could help to overcome miscommunication between teachers and students when teachers speak in English, code switching can help smooth the process of teaching and learning English.

This research was conducted to determine: 1. Types of teachers and students code switching mostly found in junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran, 2. Causes of teachers and students used code switching in junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran. In this research, the researcher used a descriptive qualitative method. The researcher used the English teacher at Madrasah Tsanawiyah Diniyyah Putri (subject A and subject B) and also the students in the classroom X and XI at Madrasah Tsanawiyah Diniyyah Putri (subject C and subject D) as research subjects. To determine the research subject, the researcher used probability sampling techniques. The researcher used data reduction, data presentation and drawing conclusions or verification in analyzing data.

The results showed that there were three types of code switching performed by teachers and students: Tag switching, Intersentential switching and Intra-sentential switching. There are five causes for teachers and students to do code switching: Speaker, Listener or Interlocutor, Change in situation with the presence of a third person, Change from formal to informal or conversely, Change in topic of conversation.

Keywords : Code switching, Bilingualisme, Teaching and Learning English in the Classroom



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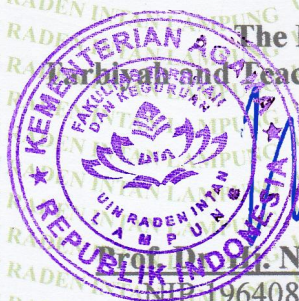
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Motto

إِنَّ مَعَ الْعُسْرِ يُسْرًا^٦

“ Verily, with the hardship, there is relief “ (**Al- insyirah** : 6)¹



¹Al-Qur'an and English Translation, **Al- insyirah** : 6, Accessed on February 9th 2021, From Microsoft Word 2007

DECLARATION

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Tsanawiyah Diniyyah Putri Pesawaran. “

I hereby clarify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in my thesis .

Bandar Lampung, June 2019

The Researcher ,

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DEDICATION

Alhamdulillahirabbil Alaamiin, with the grace of Allah almighty. With full of gratitude and happiness, this thesis is presented as a sign of love, I want to dedicate this thesis to :

1. The greatest inspiration in my life, My beloved father and mother, Mr. Sentot Adiyar and Mrs. Sriprihatini. Thankyou for always praying me, educate, advice, guide, giving full of love and many things that i cannot mention one by one .
2. My beloved grandmother, Sutarwi. Thankyou for your love, educate, advice and praying me .
3. My beloved elder sister Kinanti Kurnia Adistaputri, my beloved younger sister Kintan Shafa Azannabila, my beloved younger brother Kiandra Rafa Adiyar. Thankyou for your, advice, praying me, motivate and support me.
4. My beloved almamater The State Islamic of University Raden Intan Lampung who educate me in terms of science and religion, hopefully always glorious and produce the best generation .

CURRICULUM VITAE

The researcher name is Kirana Nadhifa Putri. She was born on August 14th 1996 in Gunung Madu Lampung Tengah . She is the second child of Mr. Sentot Adiyar and Mrs. Sriprihatini. She has one elder sister, one younger sister and one younger brother, they were Kinanti Kurnia Adistaputri, Kintan Shafa Azzanabilla, Kiandra Rafa adiyar .

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- 3) She continued in Junior High School of SMP Satya Dharma Sudjana Gunung Madu Lampung Tengah and finished in 2011.
- 4) Then, she continued her study in Senior High School of Madrasah Aliyah Negeri Lampung Tengah and finished in 2014.
- 5) In 2014, she entered of The State Islamic of University Raden Intan Lampung and took an English Education as her major.

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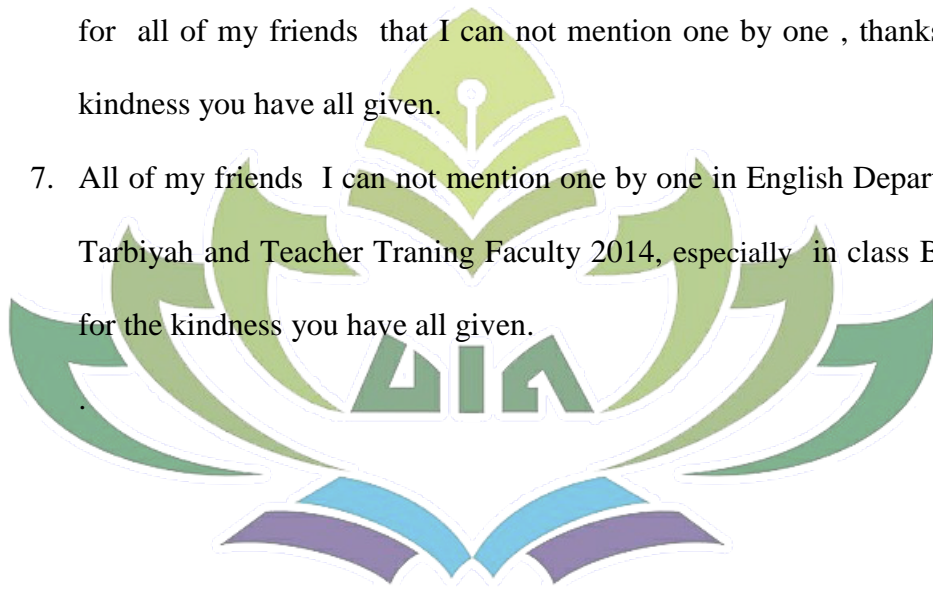
Alhamdulillahirobbil'alamin, all praises due to Allah SWT, the most gracious and the most merciful, and also gratitude to Allah SWT for giving researcher the strength, health and guidance in the process of completing this thesis, Sholawat and Salam always to our beloved prophet Muhammad SAW. Finally, the researcher can complete the preparation of this thesis with the title "An Analysis of Code Switching in English Teachers in The Process of Teaching and Learning English as a Foreign Language in The Classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran". The writing of this thesis is to fulfill students' partial fulfillment of the requirements to obtain a S1 degree .

However, the completion of this thesis cannot be separated from the support, guidance, advice, assistance and encouragement from various parties. Therefore, the researcher expresses her deepest gratitude and appreciation to all those who participated in the completion of this thesis,.Therefore, the researcher would like to express, especially to :

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Bandar Lampung, April 2019

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Humans are social creatures who need each other, language is something that humans must have in social interaction, so, they can understand each other and misunderstandings do not occur. Language has a very important role, without language, information cannot be conveyed easily.

“People learn English in different situations. Some may study English formally and the others may study it informally”.² So, Some people think that just learning English at school has been enough, some people also chose to study English at home or outside of school because we can get knowledge in various ways, learning English can not only be study formally but can also be informal, so learning English in formal ways (for example at school) is not the only one ways to learn English.

Nurhayati *Et.al* stated about English as foreign language that :

In some countries , like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as an EFL (English as a Foreign Language) context .³ It means , English in Indonesia is not used as a language that always used in the teaching

² Abdul Chaer and Leonie Agustina , *Sosiolinguistik* (Jakarta : Rineka Cipta , 2010) p.14

³ *Ibid*

and learning process, so that Indonesia considered a country that makes English a foreign language, however, English is taught in Indonesia schools, English is one of foreigner language studied in Indonesia.

In Indonesia English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia. English is considered as one important foreign language that should be mastered by Indonesians for various reasons, such as for education and economic development.⁴ It can be concluded, especially for Indonesia, we learned English but English is not generally used by the public as communication tools in daily conversation, English is considered very important and needs to be studied because it has an important role following current development to adapt in terms development of science, education, economy, technology and others.

The Instruction of English as a foreign language may occurred in any country, whether speaking English or not. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc.⁵ So, English is the most widely used language in the world, including in Indonesia, even today many schools in Indonesia have implemented or inserted English when interacting in the teaching , and learning process.

⁴ Lusi Nurhayati, M.App. Ling . ,Nury Supriyanti , M.A. , Anita Triastuti , M.A. , TEFL Methodology *Teaching English as Foreign Language Methodology* , 2008 , p.2 , Accessed on november 28th 2018

⁵ *Ibid* , p.3

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (language theories).⁶ So, Some schools in Indonesia, usually English teachers often do code switching to help students understand the material being explained and what the teacher said when the teacher interacts with students used English in the teaching and learning process because the junior high school students are considered feeling difficult and not all students are able to understand when the teacher speaks in full English.

Tabouret Keller and Auer in Riehl, Code-switching is a widespread phenomenon in the bilingual speech, and it is therefore not surprising that a great proportion of research on bilingualism focuses on this topic.⁷ It can be concluded that code switching is an interesting thing to learned because code switching is a common thing in various activities and difficult to avoid in social interactions so code switching is considered something that needs to be investigated specifically because nowadays people easier to meet or interact with people from various regions or countries so that language exchange can occurred, it is unlikely that someone can only speak one language, generally people can speak at least two languages, people who can speak more than one language difficult to avoid code switching.

Hymes in Suwito say that, code switching is a general term to refer to alternation (switching) used two or more languages , several variations from

⁶ Ag.Bambang Setiyadi , *Teaching English as a foreign language* , (Yogyakarta : Graha Ilmu ,2006) , p .20

⁷ Claudia Maria Riehl , *Code-switching in Bilinguals: Impacts of Mental Processes and Language Awareness* , Cascadilla Press Somerville, MA , 2005 Accessed on november 5th 2018

one language, or even several styles from a variety.⁸ It means, code switching does not only occurred between languages, but also in some languages variations, such as language style .

Wardaugh in Fachriyah defines code switching as follows :

*Code switching in the sociolinguistic field of foreign language teaching study is a major subject of scientific study in the past. Recently, code-switching have again attract a considerable amount of attention. It have become an interesting phenomenon to study in particular the usage of language in society because it is a part of the development processes, and the use of multiple languages.*⁹ It can be concluded, the background of differences in culture, language, nation, etc , took part in the occurrence of code switching, from this difference the code exchange occurred, and this is one thing that can make language continue to develop. A bilingual or multilingual person is generally difficult to avoid code switching and is common in the process of interaction in daily life, so code switching is interesting to learn.

The used of code switching usually occurred during foreign language teaching learning processes especially when studying English based on the different backgrounds and reasons ¹⁰. So, the reason some teachers do code

⁸ Suwito, Sosiologuistik (Surakarta : Henry Offset Solo, 1982), p. 69

⁹ Eva Fachriyah , *The Functions of Code Switching in an English Language Classroom* , Serang Raya University, Banten, INDONESIA : STUDIES IN ENGLISH LANGUAGE AND EDUCATION, 4(2), 148-156, 2017 , p.148 Accessed on Mei 30th 2019

¹⁰ *Ibid* , p.149

switching is not only to help students understand the material being explained by the teacher, but there are also some other reasons that encourage English teachers to do code switching.

In the end, one of the goals of EFL (English Foreign Language) teacher is to have the students speak English as much as possible, especially when they are in an English classroom.¹¹ It means one of the EFL teacher goals is to make students familiar with English, and classrooms when English lessons are one of the right places to stimulate students to speak more English.

Switching in this situation is done in order to establish goodwill and rapport. Likewise, a series of conditions may be established for this phenomenon switching depending on the social context.¹² So, in the social context in the learning and teaching process, Code-switching usually used by English teachers and students in the classroom in the teaching and learning process which can arise due to changes in situations that require code switching, for example, from English to Indonesian, because students still have difficulty understanding what the teacher said when interacting with students or when explaining material, the teacher does this code switching to help students understand the material or some teachers in Indonesia do code switching from formal to informal languages to melt the atmosphere or create not rigid atmosphere.

¹¹ *Ibid.*

¹² Hanife Bensen and Çise Çavuşoğlu , Reasons For The Teachers ' Uses of Code-Switching in Adult EFL Classroom , Department of English Language Teaching, Atatürk Faculty of Education, Near East University, Lefkoşa, TRNC. ccavusoglu@neu.edu.tr, January 2013, p.71 , Accessed on Mei 30th 2019

The phenomenon of language about code switching needs to be done research, because it is common in the teaching and learning process between teachers and students in the English classroom because code switching is an event that difficult for English teachers to avoid, speaking in English needs to be done by the teacher to make students feel familiar with English, doing code switching from English to Indonesian also needs to be done by the teacher to help students understand the material being studied and being explained by the teacher, sometimes the teacher also conducted code switching from formal language to informal language to create a pleasant atmosphere and melt the atmosphere so that it can make students enjoy with the learning and teaching process. Then students also speak English to try to compensate for the teacher's language when the teacher speak or ask questions with using English, students also do code switching for attitude reasons.

People who can speak more than two languages are difficult to avoid code switching. This topic used by researcher because code switching is one of the things that is difficult to avoid because generally someone can speak more than one language or at least two languages, so researcher are interested to analyzing language phenomena about code switching, based on the researcher experience, researcher look at the interaction of English teachers and students in the teaching and learning process when doing location survey for PPL. Researcher found that English teachers and students used code switching in the teaching and learning process in the classroom.

Based on preliminary research conducted at Madrasah Tsanawiyah Diniyyah Putri. In the preliminary research, researcher conducted preliminary research by observing English teachers and students of Madrasah Tsanawiyah Diniyyah Putri in English classroom. In this preliminary research in the classroom researcher found that : In this preliminary research in the classroom researcher found that English teachers and students do code switching in the classroom, English teacher and students changed the language from English to Indonesian or vice versa and sometimes to their regional language such as Javanese, in the classroom the researcher also found teachers or students sometimes switching from formal language to informal language, the teacher believes that code switching can help students understand the material explained by the teacher when the teacher explained the material used English, and the teacher makes translations by making jokes into Indonesian, regional or informal languages to create an atmosphere who intimate and fun .¹³

Code switching helps teachers overcome difficulties in the teaching and learning process in the classroom that is attracting students' attention by making the classroom atmosphere pleasant and not boring so that students can still focus and enjoy the teaching and learning process in the classroom, the teacher believes that code switching really helps students in understanding the material, making students familiar with English, and when the teacher used English, code switching makes communication between teacher and

¹³ The Teacher and Student of Madrasah Tsanawiyah Diniyyah Putri ,Observation on September 25th ,October 12th 2019 and February 03th2020 , Unpublished

students smoother because the teacher switches to another language, then Lack of English vocabulary owned by students, then students try to counterbalance the language of their interlocutor (teacher) when the teacher speaks English, so students do code switching. The language used by students when interacting or communicating also to counterbalance the language of the interlocutor for example when there are friends who speak the local language, then students try to compensate for their friend's language so that the atmosphere feels more intimate. Then students do code switching to make the atmosphere melted.¹⁴

Rabab'ah and Al-Yasin in their thesis about the types of English-Arabic Code Switching in Jordanian EFL Teachers' Discourse found that there were three types of code-switching use by the English teachers in the classroom, namely: a.) tag-switching, b.) intra-sentential code-switching, and c.) inter-sentential code switching.¹⁵ While, Mustikawati in her thesis about Code-Mixing and Code Switching in The Process of Learning in Boarding School found that there were six causes of code-switching used by the English teachers in the classroom : a.) speaker, b.) partner speaker, c.) the third speaker presence, d.) the subject of conversation (topic), e.) to generate a sense of humour, f.) For prestige.¹⁶

¹⁴ The Teacher and Student of Madrasah Tsanawiyah Diniyyah Putri, Observation on September 25th, October 12th 2019 and February 03th 2020, Unpublished

¹⁵ Ghaleb Rabab'ah, Noor F. Al-Yasin, English-Arabic Code Switching in Jordanian EFL Teachers' Discourse, Dirasat, Human and Social Sciences, Volume 43, No. 2, 2017, Accessed on January 28th 2020

¹⁶ Diyah Atiek Mustikawati, Code-Mixing and Code Switching in The Process of Learning, Universitas Muhammadiyah Ponorogo, diyah_mustikawati08@yahoo.co.id, Accessed on January 28th 2020

And then, Melhim in his thesis entitled *The Phenomenon of Arabic-English Code-Switching on Television Programs*, found there were five reasons a presenter did code switching, namely : a.)The person would know some words in Arabic and English , b.) We can't really translate the meaning to a different language, c.) Some Arabic expressions can't be translated to English; therefore the speaker has to mix between Arabic and English or vice versa , d.) It happens to those who face difficulties in either language, e.) The lack of lexicon, what are the words available in one language and not in the other.¹⁷

Based on the above background and previous research , the researcher conducted research on code switching entitled “An Analysis of Code Switching in The Process of Teaching and Learning English as a Foreign Language in The Classroom at Madrasah Tsanawiyah Diniyyah Putri, Pesawaran”. Researcher are interest in used this topic and this research intends to find out the types of code switching and explaining the causes of teachers and students to used code switching in teaching and learning English as a foreign language in the classroom for junior high school students in English as foreign language in the classroom.

¹⁷ Abdel-Rahman Abu-Melhim, *The Phenomenon of Arabic-English Code-Switching on Television Programs* , Department of English Language and Literature Irbid University College , Al-Balqa' Applied University, Irbid, Jordan E-mail: abumelhim@hotmail.com Tel: +962-772241740; Fax: +962-27254635 , *European Journal of Social Sciences* ISSN 1450-2267 Vol. 35 No 4 December, 2012, pp.452-457 © EuroJournals Publishing, Inc. 2012 <http://www.europeanjournalofsocialsciences.com>, Accessed on January 28th 2020

B. Identification of the Problem

Based on the description above, there are some problems that can be identified as follow:

1. The English teachers at Madrasah Tsanawiyah Diniyyah Putri do code switching for several purposes.
2. The junior high school students in Madrasah Tsanawiyah Diniyyah Putri are difficult to understand the material when the English teacher explain used English in the classroom.
3. Code switching often occurred during the language teaching process.

C. Limitation of the Problem

Based on the background of the problem and identification of the problem, the researcher focused in research on the types and causes of code switching used by teachers and students. To analyze the code switching used by teachers and students, researcher obtained data derived from teacher and student utterances found in an English classroom in Madrasah Tsanawiyah Diniyyah Putri.

D. Formulation of the Problem

This research will be conducted to answer the following question:

1. What are the types of teachers and students code switching mostly found in junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran?

2. What are the causes of teachers and students use code switching in junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri Pesawaran?

E. Objective of the Research

Based on the statement of the problems, the purposes of this research are as follows:

1. To analyze the types of code switching are mostly found in the junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri.
2. To describe the causes of the teachers and students for used code switching in the junior high school classroom at Madrasah Tsanawiyah Diniyyah Putri.

F. Significance of the Research

The findings of this research are expected to improve in the teaching and learning process :

1. For the researcher

This research can add insight to researcher about Code switching and this research can also help researcher in fulfilling one of the requirements to graduate and get a bachelor's degree.

2. For the teachers

For the teacher it can helps evaluate the progress of English teacher performance.

3. For the students

For the students, it can help the students to learn and understand more about code switching.

4. For the Readers

As a reference in adding insight into code switching and English as a foreign language, especially for English students, they can read this research as an additional reference.

G. Scope of the Research

a. Subject of the Research

The subject of this research is English teachers and students of Madrasah Tsanawiyah Diniyyah Putri, Pesawaran.

b. Objective of the Research

The object of the research is An Analysis of Code Switching in The Process of Teaching and Learning English as a Foreign Language in The Classroom.

c. Place of the Research

The research will be conducted at Madrasah Tsanawiyah Diniyyah Putri, Pesawaran.

d. Time of the Research

The research conducted at the first semester in the academic year of 2020/2021.

CHAPTER II

REVIEW OF REALATED LITERATURE

A. Sociolinguistic

The relationship between language and society studied by sociolinguists. Finding out how people used language in different social contexts produces a lot of information about how language works, social relations in society, and how people communicate and how aspects of social identity are manage through language. Sociolinguists are interested in describing what causes us to speak differently in different social contexts and understood to identify with the methods used in the delivery of social functions and the social meaning of language.¹⁸ It means, sociolinguistics is the study of language and how to used it in social relations, in other words sociolinguistics is the study of the relationship between people who use language.

Sociolinguistic based on Chaer and Agustina in Aslinda and Syafyayhya, the word sociolinguistics comes from a combination of the words sociology. An objective and scientific study of people in society and about social institutions and processes in society is the definition of Sociology. language or the field that makes language the object of study is called Linguistics. Thus, sociolinguistics is an interdisciplinary science field that

¹⁸Janet Holmes , *Introduction to Sociolinguistics* : fourth edition (Wellington , New Zealand : Published by Rouletdge, 2013) . p .1

study language in society.¹⁹ It means, sociolinguistics is the study of the interaction between language and speakers (society), sociolinguistic is a study that examines the various effects or causes of the occurrence of two or more language contacts, sociolinguistic have a close relationship with language and society.

Sociolinguistic in Yasemin Bayyurt stated that, in summary, sociolinguistics can be defined as the science of finding out the purpose and function of language in society. Scientists in the profession of sociolinguistics research about the language processes used in various social contexts and the suitability of the language used in a particular context, by considering factors such as etiquette, intrapersonal relations, and regional dialects.²⁰ It can be concluded, we can benefit from sociolinguistic knowledge in communicating or interacting. Sociolinguistics will give us guidance in communicating by showing language, or language style that we should use if we talk to certain people.

In the conversation, according to Dell Hymes in Ray and Biswa, these aspects need to be considered, Hymes named the following aspects as Speaking Models :

- a. S-setting and scene : Hymes have considered that “the setting refers to the time and place while scene describes the environment of the

¹⁹ Dra . Aslinda , M.Hum.. and Dra . Leni Syafyaha , M .Hum. , *Pengantar Sosiologi* (Bandung : Refika Aditama , 2010) . p.6

²⁰ Yasemin Bayyurt , *Current Perspective on Sociolinguistic and English language Education : The Journal of Language Teaching and learning* , 2013-1 ,69-78 , Published by Association of Gazi Foreign Language Teaching <http://www.jltl.org/jltl/> . p. 70 , Accessed on 4 November 2018

situation.²¹ In a conversation, place, time, and atmosphere in the conversation has a role. The place, time and atmosphere can determine how to used language in conversation. when starting a conversation, most speakers considered the place or atmosphere.

- b. P-Participants : This refers to who is involved in the speech including the speaker and the audience.²² The speaker and listener involved in the conversation can determine how to used language, the ways speaker talk with her friend, has different speaking when talk with her teacher.
- c. E-Ends : The purpose and goals of the speech along with any outcomes of the speech.²³ The speaker in speaking have goals that she wants to achieve, when having a conversation, the speaker have a purpose in her words, in a conversation that is happening , the goals or results that the speaker wants can be achieved.
- d. A-Act Sequence : The order of events that took place during the speech.²⁴ Sequence of events that are delivered in sequence for example : for example classes start at 7.15am and end at 09.30am.
- e. K-key : The overall tone or manner of the speech.²⁵ The tone and way of speaking have an effect on the conversation. When the speaker speak in a serious tone and manner of speech, it makes the listener (interlocutor)

²¹ Dr. Manas Ray and Mr. Chinmay Biswa , A study on Ethnography of communication: A discourse analysis with Hymes 'speaking model' , Journal of Education and Practice , www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 2, No 6, 2011 , Visva-Bharati University and , West Bengal State University , p.35 ,Accesed on 25 December 2019

²² *Ibid*

²³ *Ibid*

²⁴ *Ibid*

²⁵ *Ibid*

serious or more focused on listening. When the speaker speaks in a tone and manner that is relaxed or jokes will make the atmosphere look more melting and not rigid .

f. I-Instruments : The form and style of the speech being given.²⁶

Instrumentalities, related to language lines such as spoken or written, for example face to face or writing text messages on WhatsApp .

g. N-Norms : Defines what is socially acceptable at the event.²⁷ Refers to the norm or rules of interaction. For example, related to how to cut off conversation, ask questions, and others.

h. G-Genre : type of speech that is being given.²⁸ Refers to the types of delivery forms such as descriptions, narratives, poems, sayings, prayers and others.

B. Bilingualism

1. Definition of Bilingualism and Bilinguals

Because many of them interact with other people whose ethnicity, language, and culture have different backgrounds, so, it is very rare for people to used one language nowadays. The reason for the emergence of bilingualism in the language community is background differences. They will practiced and used two languages interchangeably in daily life.²⁹ So, For example , If we look at Indonesia as a focus of research, of course we know that Indonesia is a country that have very many regional languages,

²⁶ *Ibid*

²⁷ *Ibid*

²⁸ *Ibid*

²⁹ Prof . Dr. Achmad HP. and Dr . Alek Abdullah , *Linguistik Umum* (Jakarta : Erlangga , 2012) .p. 167

usually, people will try to adapt to socialize with their environment, including in terms of language, this gives rise to bilingualism in the language community.

The concept of bilingualism at the first sight does not seem problematic. For the average speakers, bilingualism can be broadly describe as using two native languages such as control of two languages.

³⁰ It can be concluded, in Bilingualism, one of them must be able to master two different languages. First, mother tongue as the main language, and the second is another language or foreign language as a second language. if no one can speak a foreign language or second language, bilingualism will not occurred. People who can speak foreign languages or a second language are called bilingual.

Bilingualism according to Firdevs Kharahan, Competence in more than one language, can be thought of at an individual or social level called bilingualism ³¹ So, Bilingualism at the individual and social level can be seen from various sides, such as the ability to speak in two languages and the status of two languages for her . The first language skills and the second language are the same or the first language ability is more dominant than the second language, still called bilingual.

³⁰.NgBeeChin,GillianWigglesworth.*Bilingualism_AnAdvancedResourceBookRoutledgeAppliedLinguistic* .(Francis : RoutledgeTaylor ,2007) p.18

³¹ Karahan , *Proceeding of the 4th international symposium on Bilingualism* , 1152 -1166 . Somerville , MA : Cascadilla Press , 2005 .p.1 , Accesed on 5 November 2018

bilingualism experienced by children who are new or are learning a second language is still simple .

Bilingual based on Baetens Beardsmore in Moradi stated that bilingual means a person who speaks at least two languages with a certain level of ability. In everyday life used, although bilingual is generally regard as an individual who can speak, interact, read or can understand two languages well (which in this case can be called bilingual balance), but bilingual on average have better knowledge of one language than another. The used at least two choices by either an individual or group of speakers is describe as Bilingualism .³² It means, one of the prerequisites for being bilingualism is to be able to speak and understand more than two languages, but it is still rare and unlikely that someone can speak two languages equally well, so, someone usually more dominant in one language .

Bilingual understanding according to Bernard, while the problem is that even speakers who use one language (putative monolinguals) regulate the various styles and levels of that language, it is very common that people increase some knowledge and abilities in the use of second languages and some people become bilingual. people who have functional skills in second languages) this is the simplest explanation of

³² Hamzeh Moradi, *An Investigation through Different Types of Bilinguals and Bilingualism : International Journal of Humanities & Social Science Studies(IJHSSS)* , Volume - I, , September 2014 , Published by Scholar Publications , Karimganj , Assam , India , from URL : <http://www.ijhss.com>, p.107 , Accesed on 25 mei 2019

the bilingual understanding .³³ It can be concluded, nowadays, the number of two-language users seems to be increasing, it can be seen from there are many parents who educate their children bilingually in interaction, whether it is a combination of mother tongue with regional or foreign languages.

2. Types of Bilingualism

According to Paradis in Dupont, Regarding bilingualism, in his extensive review, Weinrich found three types of bilingualism.

a. Type A (Coordinate Bilingualism)

Coordinate bilingualism is characterize by separate signs (sound images and meaning units) for each language . This means that this type of bilingual speaker have two sets of meaning units and two sets of corresponding sound images or words (one of each language) .³⁴ Bilingual coordinates can only function as native speakers of each language, drawing corresponding sound images from the corresponding meaning units of each language.³⁵ It means, coordinate bilingual can put herself same as the native, can adjust slang. Her accent is not rigid, the words choice and others appropriate for each of the two languages.

³³ Bernard Spolsky ,*Oxford introductions to language study : Sociolinguistics* . (Oxford University Press : Series Editor H.G. Widdowson , 1998), p .45

³⁴ Sonia Manuel -Dupont E t.al , *Bilingualism* ;, Hand Book Of Neuropsychologica Assessment : A Biopysycosocial Pospectiy, edited by Antonio E. Puente and Robert J. McCaffrey. Plenum Prest New York,1992 , p.195 , Accesed on 25 mei 2019

³⁵ *Ibid*

b. Type B (Compound Bilingualism)

Compound bilingualism is characterized by one unit meaning with two units of sound images (one for each language). Thus, this type of bilingual speaker draws upon one merged set of meanings from two languages, but has the capability of expressing himself / herself with the sound images (words) from both languages.³⁶ Compound bilinguals will not function as native speakers of both languages, because the meaning unit will represent the merging of content from both languages which is not permitted for the proper retrieval of sound images of both languages into meaning units. In the same way, despite having a similar method, despite having native speakers' ability in mother tongue, bilingual living far away will not speak their second language like native speakers because it will be filtered through the unit of meaning of the mother tongue.³⁷ It can be concluded, Compound bilinguals can speak English but the accent or emphasis is different, but can change accents with the same meaning unit, for example, K is a Javanese, can speak Indonesian, her Indonesian accent is smooth, but K met her friend who is also from Java, then, there is a conversation between K and her friend using Indonesian with a Javanese accent, even though K could speak Indonesian with a smooth accent.

³⁶ *Ibid*

³⁷ *Ibid*

c. Type C (Subordinate Bilingualism)

Subordinate bilingualism is characterized by the meaning unit of the mother tongue with the corresponding sound image in the mother tongue and an equivalent unit of expression in the second language. Like the compound bilingual, the subordinate bilingual has only one set of meaning units and two sets of sound images. Unlike the compound bilingual, the subordinate bilingual draws from only the mother tongue units and has the sound images of the second language as rough translation quasi equivalents of the mother tongue units.³⁸ It can be concluded that subordinate bilingual can speak English but the tongue or accent still used the mother tongue, so the accent does not change for example in Malaysia, Japan.

C. Code Switching

1. Definition of Code Switching

Wardhaugh gave a statement that code switching could be generated from individual choices or could be used as the main identity mark for a group of speakers who needed to deal with various languages, in their search together.³⁹ In other words, language is very important in our social life, language is very important for the formation of social identity. One simple way to determine our identity and influence how others see us is to use language. In social life, people generally use more than one

³⁸ *Ibid*

³⁹ *Ibid*

language, and sometimes do code switching from one language to another for a specific purpose.

As Gal said in Wardaugh define about code switching :

Code switching is a conversation strategy used to build, cross or eliminate group boundaries to awaken or change interpersonal relationships with rights and obligations . ⁴⁰ It means,code switching is one way to adjust ourselves, for example, one of the interlocutors cannot speak the language previously used because the difference comes from different tribes or regions, then switching the code from the regional language to English is done so that the conversation runs smoothly and anyone, tribe, or from any region can join in the discussion.

Code switching can be interpret as a transition from one code to another . Code switching may occured between language , between variants (both regional and social) , between registers , between varieties or between styles. ⁴¹ Therefore, also occured between registers varieties, and styles contained in a language .

⁴⁰ Ronald Wardaugh , *An Introduction to Sociolinguistics* : fifth edition (Oxford : Blackwell Publishing , 2006) . p . 101

⁴¹ Dr. Wasiman , M.Pd ., *Sosiolinguistik* (Malang : Universitas Brawijaya Press , 2014) . p.91

Code switching based on Poplack in Yumoto, Code switching is defined as " the alternation of languages within a single discourse,sentence or constituent".⁴² So, in code switching , the ability to change code requires more than two languages .

This is according to Duran in Sumarsih, argued that bilingual life over code might be closely relate to code switching and in bilingual life might appeared more or less together in developing languages especially when they are aware of these actions and then choose more or less deliberately not to used or used it.⁴³ Humans always need other people in their lives, Humans can not stand alone without other people which means there is a dependency relationship between one human with another human being, the interdependence also occurs in the process of interaction and communication between fellow humans in social life. Language is certainly needed as a communication tool, things that can not be avoid from the language role as a communication tool in society is the meeting of two or more languages in a process of communication (language contact), this language contact that can create bilingual.

Based on this statement, it is clear that a combination of two or more languages and combining words, phrases and sentences is the definition of code switching. Then, in code switching, the structure of the language does not violate the rules of composing sentences for the

⁴² Kazuko Yumoto , *Bilingualism , Code – switching , Language Mixing , Transfer and Borrowing : Clarifying Terminologies in the Literature* , Kanagawa Prefectural College of Foreign Studies , Working Papers , Volume 17 , March 1996 , p.53 . Accesed on 25 mei 2019

⁴³ *Ibid*

second or more languages. This is also confirm by Heredia and Brown at Sumarsih said that “ the natural product of a two-language interaction is code switching” .⁴⁴ Its mean , code switching is a combination of two languages, for example selamat pagi all, selamat pagi is Indonesian language, and all is English. So, in the used of code switching does not matter the structure, does not discussed the structure, it means, words or sentences in front do not have to be Indonesian and words or sentences in behind, do not have to be English. So, it does not matter to the structure or shape, for example we are translate from Indonesian into English, there is a change in form, but for code switching for example the sentence is exchange to be selamat pagi all or good morning semua, also permissible, none rules specifically for the form, the first language does not have to be English first, for the second language also does not have to be Indonesian first, it does not have to be like that, the structure is free where it is placed. Regional languages can also be used, for example Javanese, Indonesian and Sundanese, but there are no rules which must be used first. Code Switching also does not have to used two languages, can be more than two languages, for example, in English, Indonesian and Javanese, piye kabar you ?. So, in code switching you can use three languages, used five or more languages in one sentence is also permissible.

⁴⁴ Sumarsih *Et.al* , *Code Switching and Code Mixing in Indonesia : Study in Sociolinguistics . English Language and Literature Studies Vol. 4 , No.1; 2014* (Published : Canadian Center of Science and Education , February 24th 2014) , p. 78 , from URL: <http://dx.doi.org/10.5539/ells.v4n1p77> , Accessed on 25 mei 2019

About code switching, Skiba in Bensen and Çavuşoğlu argued that, because it is possible to effectively transfer information from sender to recipient, some see it as an opportunity for language development on code switching.⁴⁵ It can be concluded, when the language used is felt to be less successful or fail, the person needs to change the language with language that can be understood by the interlocutors, and this is the moment when code switching and language exchange occurred so that language can develop.

In addition, according Tien and Liu in Bensen and Çavuşoğlu , suggests that :

*Students with low proficiency have an opinion that code switching in the EFL class (English as a Foreign Language) they are useful for gaining better understanding, as well as giving classroom procedures .*⁴⁶

It can be concluded that, students have different levels of English mastery. When the teacher used English during the teaching and learning process, it can support the students to feel familiar with English and expected to remember some of the vocabulary that the teacher said when the teaching and learning process takes place . When the teacher switches the code, this is believed to help students understand what has been explained by the teacher, so that the material deliver can be understood

⁴⁵ Hanife Bensen and Çise Çavuşoğlu , *Reason for the Teacher's Uses of Code – Switching in Adult EFL Classroom* , Hasan Ali Yücel Eğitim Fakültesi Dergisi , Sayı 20 (2013-2) 69-82 , p.70 Accesed on 18 July 2019

⁴⁶ *Ibid*

by students and can help students overcome the confusion of students in some vocabulary in understanding the material being studied.

Moreover, Cook in Bensen and Çavuşoğlu stated that, In other words, to teach languages, code switching can be used as a method of teaching, or as a means to be able to facilitate language development in providing language samples.⁴⁷ So, some English teachers do code switching in the teaching and learning process used English as an additional language, this is can be one way to make students find new vocabulary (which students do not know yet) so as to increased students vocabulary and to make students accustom to English, the teacher also used Indonesian to make students understand what is convey by the teacher, so that learning objectives are achieve well.

Meanwhile, Redouane in Al Heeti and Abdely stated that, code switching is the most dominant linguistic phenomenon found in the interaction of bilingual speakers. The used of code changes occurred when speakers from certain communities can speak more than one language to communicate. There are many reasons for what makes them used this language and encourage them to switched from their primary language to other existing languages.⁴⁸ It can be concluded that, the used of code switching is one things that difficult to avoid, the English teacher

⁴⁷ *Ibid*

⁴⁸ Niema Hammad Al Heeti and Ammaar A. Al Abdely , Types and Function of Code - Switching in the English Language Used by Iraqi Doctors in Formal Settings : International Journal of Advanced Reaserch and Review , University of Anbar, College of Medicine, Department of Surgery, Anbar, Iraq , IJARR, 1(8), 2016; 10-18 ,p.10 Accesed on 18 July 2019

generally considered one of the people who have the ability more than one language, Indonesia as the main language, then English as a foreign language. Sometimes the teacher wants to counterbalance the language used by the interlocutor, so it can be understood by the interlocutor (students).

Code switching according Bokamba in Al Heeti and Abdely in his opinion, said that in code switching, emphasizing the used of bilingual / multilingual speakers from one grammatical system to another grammatical system ⁴⁹ It can be concluded, for doing code switching, speakers need to be able to speak two different languages, code switching can occurred either used Indonesian (native language) - foreign language, or Indonesian - regional language.

Furthermore, according to Kaschula and Anthonissen in Aljoundi , “code switching is the used of more than one language in the course of a single communicative episode” ⁵⁰ So, episodes are history or events, it means, code switching is the used of more than one language in one event or history and able to convey messages properly , the message meaning in this case is not only about information, but also includes thoughts, desires, feelings , and others.

Also, Numan and Carter in Aljoundi explained that code switching as “a phenomenon of switching from one language to another

⁴⁹ *Ibid* , p.11

⁵⁰ Entisar Khalifa Aljoundi , *The strengths and weaknesses of code switching and bilingualism in the language classroom* , University of the Witwatersrand ,Published on 05 April 2016, from URL : <https://www.researchgate.net/publication/299657682> , p. 1 , Accessed on 18 July 2019

in the same discourse”.⁵¹ it can be interpreted that, one of the requirements for code switching is being able to understand and speak more than two languages.

Besides that, Aljoundi stated that, it is important to remember that language classrooms are social groups. Therefore, events that occurred naturally relate to the daily verbal communication of each social group have the possibility to be applied and applied to language classes.⁵² It means, generally in the event of code switching, it is unlikely that the speaker is completely unaffected by another language which actually already exists within the speaker.

After that according to Wei in Aljoundi, stated that in order to transfer the knowledge needed for students to be clear, the teacher transfers the code. Therefore, to clarify the meaning of teacher code switching to native language, and for efficient understanding by following instructions in the target language, this method emphasizes the importance of foreign language content.⁵³ It can be concluded that, usually the person concerned wants to compensate for the ability of the opponent's language. Usually the opponent's language skills are inadequate because it is not her first language. Generally this is also experienced by English teachers and students.

Meanwhile, Bautista in Aljoundi concurs with Metila, stated that through code switching the atmosphere of the classroom can be changed

⁵¹ *Ibid*

⁵² *Ibid*, p.3

⁵³ *Ibid*, p. 5

from too formal to informal so that it allows collaboration between students in group work and also helps in interacting and discussing in the classroom.⁵⁴ It can be concluded that an information or knowledge deliver by the speaker, will be easier to understand or more easily accepted if there is an emotional closeness (familiarity) between the people involve in the conversation or interaction.

2. Types of Code Switching

Several researchers have attempt to provide a typological framework that accounts for the phenomenon of code switching . Poplack in Al Heeti and Abdely, identified three types of switching which are Tag switching, Intersentential switching and Intra sentential switching :

a. Tag Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language.⁵⁵ Janendra also mention that code switching occured when two languages insert a short expression (tag).⁵⁶ It means, Tag Switching are a kind of emphasis and in the sentences used, there are two different languages

⁵⁴ *Ibid* , p .7

⁵⁵ Al Heeti and Abdely *Op.Cit.* , p .11

⁵⁶ Made Iwan Indrawan Janendra , *Sociolinguistics* (Yogyakarta : Graha Ilmu, 2010) ,

- There are three examples :

1) “ it’s okey , no problem , *ya nggak ?* .”⁵⁷ It can be conclude that, the words “ *ya nggak?*” this is the emphasis of the initial statement.

2) “ pay attention to this sentence, *ya..* ”⁵⁸ It means ,same as the example in number 1 , the words “ *ya..*”this is the emphasis of the initial statement.

3) “ *Seriously?*, Ini udah kayak mau stok cemilan anak kosan satu minggu, Le. “⁵⁹“ It means ,the word “serious” is the emphasis of a surprise reaction on how much snacks are buy by someone named Ale.

b. Inter Sentential Switching

Inter-sentential switching involves switching at sentential boundaries where one clause or sentence in one language and the next clause or sentence is in the other. Eldin and MacSwan in Al Heeti and Abdely stated that since inter-sentential code switching takes place within the same sentence or between speaker turns, it entails fluency in both languages such that a speaker is able to follow the rules of the two languages .⁶⁰ It means , inter means in between or a combination of two or more, then different between

⁵⁷ *Ibid*

⁵⁸ Sylvia Wenny J , *Code-Switching Types Used by Lectures* , STIE Muhammadiyah University, Indonesia ,Volume. 7, Issue 2. December 2018 ,p.167 , Accesed on 23 July 2019

⁵⁹ Wiruma Titian Adi , *Code Switching in Critical Eleven Novel* , ABA BSI Jakarta , METATHESES, Vol. 2, No. 1, April 201 , p. 55 Accesed on 25 July 2019

⁶⁰ Al Heeti and Abdely , *Op.Cit* .p. 11

one and another, Inter Sentential Switching when we speak for example there are three sentences, it means there are three dots .

- Three examples of this type of switching are as below :

1) “ Ini lagu lama , tahun 60an . *It's oldies but goodies, they say* . Tapi ,masih enak kok di dengerin “ . ⁶¹ It can be concluded that in this sentence there is one sentence that full used other languages, for example, the beginning and end sentences used Indonesian, the second sentence (middle part) used English.

2) “ Le, junior masih diem . *I'm really worried this time* . Aku langsung ke RS ya, ketemu di sana aja .” ⁶² And then, in this sentence same as the example in number 1.

3) “ Udah, percaya sama aku . Pasti nggak akan kenapa-kenapa , paling setelah itu kita semua juga ketawa . *Ale can handle it, I know* .” ⁶³ So, different from example number 1 and 2, the example in number 3 the first and second sentences used Indonesian, the third sentence used English.

c. Intra Sentential Switching

Intra sentential switching, according to Poplack in Al Heeti and Abdely is possibly the most complex type among the three ,as it can occurred at clausal, sentential or even word level. A

⁶¹ Made Iwan Indrawan Janendra , *Loc.Cit* .p.76

⁶² Wiruma Titian Adi , *Op.Cit*.p.48

⁶³ Wiruma Titian Adi , *Op.Cit*.p.49

good example to cite here might be the one given by Poplack as the title of one of her papers: e.g. Sometimes I'll Start a Sentence in English Y termino en espanol. Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish .⁶⁴ It means ,intra means " inside ", what is meant by " inside " in Intra-Sentential relate to a sentence, so in one sentence it used two languages

- Three other examples are as the following :

1) “ Karena di Jakarta, semua orang berada *in the state of trying* . “⁶⁵ So ,in this sentence the dominant language used is Indonesian, but there are several words used English at the end of the sentence but not in one full sentence.

2) “ Aku ini *nobody's favorite* sampai aku ketemu kamu .”⁶⁶ While, in this sentence the dominant language used is Indonesian, but there are two words used English in the middle of the sentence but not in one full sentence.

3) “ *Who eats kacang atom by nyelupin ke teh, Le ?*.”⁶⁷ And then , in this sentence the dominant language used is Indonesian, but there are English words at the

⁶⁴ Al Heeti and Abdely , *Op.Cit.* p .12

⁶⁵ Wiruma Titian Adi , *Op.Cit.*p.48 ,p.50

⁶⁶ *Ibid* ,p.51

⁶⁷ *Ibid* ,p.53

beginning and in the middle of the sentence but not in one full sentence. In the example of intrasentential, other languages can be entered at the beginning of the sentence, in the middle or in end of sentence but not in one full sentence.

According Janendra mention that the reason why people turn, this is becomes the basis of contextual classification. different from grammatical classification, which is based on the position of the different codes found in the utterance. This classification divided into two types of code switching, namely situational and methaporical code switching. :

a. Situational Code Switching

Situational code switching arises when there is a change in the situation that causes bilingual to switched from one code to another. Relate to the factors in choosing the code recommend by Dell H Hymes at Jendra, changed in the situation can be settings, participants, interaction norms. The following short dialogue illustrates an example of a situation when an Indonesian bilingual switches from Indonesian to English, due to the presence of English native speaker friends (perticipant) .

Agus : ” Menurutku, semuanya karena mereka tidak tahu persis artinya De... “

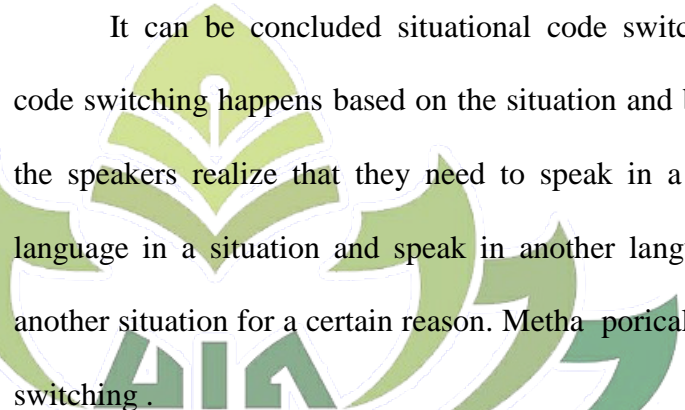
Mark : “ Hi , Agus

Agus : “ Eh , how’re you Mark ? Mark , this is Made , our friend from Mataram . “

Made : “ Nice to meet you , Mark . “

Mark : “Nice to meet you too . What are u two talking about ? “

Agus : ” Nah , Ini dia kita bisa ... Mark , can u help us ?⁶⁸



It can be concluded situational code switching is code switching happens based on the situation and because the speakers realize that they need to speak in a certain language in a situation and speak in another language in another situation for a certain reason. Metaphorical code – switching .

b. Metaphorical Code Switching

A Metaphorical code - switching occurred when there is a change in perception, purpose, or topic of conversation. In reference to factors, this type of transition involves ends, sequences of actions, or keys, but does not include situations. Metaphorical bilingual code switching might try to change participants feelings about the situation. The following example explained how some Indonesian students jokingly switched from

⁶⁸ *Ibid* , p.77

English to Indonesian to influence serious dialogue to be a little funny .

Made : “ We want to take it , to where...Ya , itu tempat kita biasa mancing (fishing) and we are drinking , singing , having fun , ok “

Ali : “ And , there we are surfing , swimming ... Terus , kita jadi pusing – pusing (feeling dizzy) dah...ha,ha,ha, ... “

Made : “ Are you joining Jim ? “

Jim : “ Okay , then . “ ⁶⁹

It can be concluded that metaphorical code - switching occurred , when there is a change in perception, purposes, and topics of conversation . Based on the example mention earlier, one the purpose of the speaker when doing metaphorical code - switching is to try to change how the other person feels, making the topic of conversation more fun or cheerful.

4. Causes of Code Switching

Generally someone have a certain reasons or causes in act or doing something, including in terms of doing code switching. There are a number of possible reasons for switching from one language to another, as stated by Crystal in Skiba and also Fishman in Chaer and Agustina:

⁶⁹ *Ibid* , p.77

a. Speaker

Code switching for those who are bilingual allows the speaker to convey attitudes and other emotions used the available methods and once again has a code switching function to benefit the speakers.⁷⁰ Code switching is done to get the "benefit" from the action, it is often done by a speaker. for example: Mr. A after talking briefly with Mr. B about his promotion proposal, only learned that Mr. B came from the same area as him and also have the same mother tongue. Indonesian to local language. If Mr. B is provoke to use the local language, so it can be expected that Mr A's affairs will go smoothly, but if Mr. B does not and Indonesian continues to be used, the official language for office needs, then maybe Mr. A have a non-fluent business, due to the similarities between my speaking community want to condition it to no avail, which causes lack of intimacy.⁷¹ It can be concluded that , code switching is a transition event from one code to another. So if a first speaker used code A (for example, Indonesian) and then easily intertwine by used local languages than used Indonesian. The switched code obtain from the "benefits" by the speaker who in the case of conversation is usually

⁷⁰ Richard Skiba , *Code Switching as Countenance of Language Interference* , Master of Distance Education, Bachelor of Education (Secondary) , The Internet TESL Journal, Vol. III, No. 10, October 1997 from URL : <http://iteslj.org/Articles/Skiba-CodeSwitching.html> , p. 2 , Accessed on 25 September 2019

⁷¹ Ibid

done expecting help from their interlocutors.⁷² It means, people who have the ability to speak more than one language, most are quite active in using language variations when switched the code that they used, this is usually done for a certain time and purpose by building intimacy through code switching.

b. Listener or Interlocutor

The second is the idea that it may be difficult to express herself in one language so the speaker switches to another language to compensate for deficiencies in the language. As a result, the speaker may be trigger to speak in another language for a while.⁷³ The interlocutor can cause code switching, for example because the the other person language ability want to be compensate by the speaker, in this case the other person ability usually less or a little less because it may not be the first language. code switching happens only variants (both regional and social), variations, styles or registers, if the interlocutor and speaker have the same language background. If someone else has a language background that is not the same as the speaker, then what happens is switched the language . For example: Ani, a souvenir shop seller, arrivals of foreign tourist guests who are invited to speak Indonesian. With the aim of the conversation to be smooth again, when a tourist seems to be at a loss for words to continue speaking in Indonesian, Ani quickly changes code for

⁷² Abdul Chaer and Leonie Agustina , *Sosiolinguistik* (Jakarta : Rineka Cipta , 2010)
p.108

⁷³ Richard Skiba , *Loc.Cit* .p .1

speaking English.⁷⁴ Its mean, everyone has a different foreign language ability, if the interlocutor is not too fluent in language that is not the mother tongue, then the speaker does code switching to help interlocutor understand what is being talk about and to make the conversation continue well .

c. Change in situation with the presence of a third person

When solidarity wants to be expressed by someone with a particular social group, it usually happens in turn. A connection is make between the speaker and the listener when the listener responds with a similar switch.⁷⁵ The existence of a third person or other people who do not have the same language background as the language used by the speaker are things that can cause code switching.⁷⁶ For example:

Background	: Belimbing Housing, Padang
Speakers	: Housewives. Mrs. Las and Mrs. Leni are Minangkabau people, Mrs Lin, Sulawesi people who cannot speak Minangkabau

Topic	: Power failure
The causes of code switching	: The presence of Mrs. Lin in the

⁷⁴ Chaer and Agustina , *Op.Cit*, p.109

⁷⁵ Richard Skiba , *Loc.Cit* .p .1

⁷⁶ Chaer and Agustina , *Op.Cit* ,p.109

conversation

The Conversation :

Mrs Las : “ *Ibu Len jam bara cako malam lampu iduik , awaklah lalok sajak jam sambilan*”

Mrs Leni : “ *Samo awak tu , awaklah lalo pulo sajak sanjo , malah sajak pukua salapan , awak sakit kapalo .*

Bagaimana dengan ibu lin, tahu pukul berapa lampu hidup tadi malam? “ (This question is submitted to Ms Lin).

Mrs Lin :” Tahu bu , Kira-kira pukul sepuluh lebih.”⁷⁷

It can be concluded that when Mrs Las and Mrs Leni are speaking Minang language, came Mrs Lin who did not master Minang language. So Mrs Las and Mrs Leni immediately switched the code from Minang language to Indonesian Language. If Mrs Lin understood Minang language perhaps Mrs Las and Mrs Leni would not do code switching.

d. Change from formal to informal or conversely

The switching behavior mentioned by Crystal in Skiba is a change that occurred when the speaker wants to convey his attitude to the listener. Where a monolingual speaker can communicate these

⁷⁷ Aslinda and Syafyahya , *Op.Cit* p.86

attitudes through variations in the level of formality in his speech, bilingual speakers can convey the same thing with code switching.⁷⁸

In switching codes, the status of the third person also determines the language or variant that must be used. For example: Some students while speaking in casual (informal) language sit in classroom, now students change codes used formal Indonesian language when suddenly the lecture come and lecturer also talk to students, what make them not continue to speak used casual (informal) language?, because the presence of a third person with lecturer status requires them to used this formal language. Except, if it starts with casual (informal) language. We can see in the illustration, before the lecturer begins the situation is informal, but once the lecture starts it means the situation becomes formal, then there is code switching from formal Indonesian to informal Indonesian. The things that can also cause code switching is to change the situation .⁷⁹ It means, the status of the third person and the situation can cause code switching occurred, formal conversations, usually expressed in standard language (formal language or official language), with a style or atmosphere that is slightly serious and seemingly formal. whereas, informal talks are deliver with non-standard language (formal language or official language), style and atmosphere that are not serious and seem relax.

⁷⁸ Richard Skiba , *Op.Cit* .p . 2

⁷⁹ Chaer and Agustina , *Op.Cit* . p. 110

e. Change in topic of conversation .

Crystal in Skiba suggests that where two bilingual speakers are accustomed to conversing in a particular language, switching to another will definitely create a special effect . This idea shows that code switching can be used as a socio-linguistic tool by speakers of two languages.⁸⁰ The causes of code switching can also be caused by changing the topic of conversation . For example:

Conversation between a secretary (S) and his employer (E) :

S : “Apakah Bapak sudah jadi membuat surat lampiran ini?”

E :”O, ya ,sudah , Inilah ! “

S : “Terima kasih”

E :”Surat ini berisi permintaan borongan untuk memperbaiki kantor sebelah. Saya sudah kenal dia, orang baik, banyak relasi ,dan tidak banyak mencari untung . Lha saiki yen usahane pengin maju ,kudu wani ngono...

S :” Panci ngaten, Pak “

E “Panci ngeten piye?”

S :” Tegesipun mbok modalpungkados menapa,menawi....”

E :”Menawa ora akeh hubungane lan olehe mbathi

⁸⁰ Richard Skiba , *Loc.Cit* .p . 2

kakehan , Usahane ora bakal dadi .Ngonono

karepmu?” .

S :” Lha inggih ngaten ?! “

E “ O , ya , apa surat untuk Jakarta kemarin udah jadi dikirim? “ .

S : “ Sudah pak , bersamaan dengan surat pak Ridwan dengan kilat khusus”.

The thing that can also causes code switching is changing the topic of conversation. in this case, it can be seen in the example above conversation between the secretary and the employer, the conversation takes place in Indonesian, when the topic of the conversation is about official letters, but there is a change in code from Indonesian to Javanese when the topic shifts to the person sent to the letter that . On the contrary, code switching occurred again from Javanese to Indonesian when the topic of conversation returns again about the letter. In the case of secretary and employer conversations, the above seems to be the cause of code switching, namely the switched topics that change the situation from formal to informal situations. Therefore, the language must be mastered by two participants so that Javanese is used. Code switching will occurred in informal Indonesian instead of Javanese if the two first two participant languages are not Javanese.⁸¹ So, serious topic of

⁸¹ Chaer and Agustina , *Loc.Cit.* , p.112

conversation, for example, as mention earlier, the conversation topic about official letters between employers and secretaries usually used mother tongue (for example used Indonesian) is expressed in a formal language style, and seems serious. Then, changing the topic of conversation that does not discussed serious matters, because the employer and secretary come from Java and master Javanese language, there is a switching code from Indonesian to Javanese, usually if this happens, the atmosphere changes to not be too serious and impressed relax. but if they are both not from the same area, the language used is Indonesian.

D. Teaching and Learning English as a Foreign Language

Until now we considered English as a second language. However, English is a foreign language in the world. That is it often happens in schools, often broadly, but does not play an important role in national or social life. English, as a world language, is taught among others at school. but there is no regional variation in English that embodied Spanish, Brazilian or Japanese cultural identities.⁸² It can be concluded that Indonesia is one of the countries that makes English a foreign language, and English has start to be taught since elementary school, and the average Indonesian people considered learning a foreign language important, but in national or social life it is not really play an important role In communicating, Indonesians who are not very skill or have limited English language skills can still live their daily lives in

⁸² GeoffreyBroughton *Et.al* , *Teaching English as a foreign language : Second Edition* . (University of London Institute of Education : Routledge London and New York , 1980) . p . 7

social interaction. Regional variations are variations caused by the background (geographical) of the language user.

Therefore, in a foreign situation like this, hundreds of thousands of English language learners to learn a foreign language, tend to have instrumental motivation. In modern language teaching schools have an educational function, and older students have clear instrumental intentions who intentionally learned English: English is the place he wants to visit, to be able to friends who speak English or communicate with tourists, to be able reading English in books and newspapers.⁸³ It means, some people learning English have intentions and certain goals, the desire to learn a language because the language is useful for certain instrumental purposes for example to read English books or newspapers, get a job, and communicate with friends who come from outside Indonesia so need to be able to learn English as a language of instruction to facilitate communication. For students who are children usually learn English because they are taught at school or taught at home by their parents.

Caicedo in Muhassin argued that games, situational practice, information gap, debate, dialogue, and small-group discussion are highly recommended to be performed in the EFL (English as Foreign Language) classrooms.⁸⁴ It means, to be able speak English well, speaking in practice, games, situational practice, information gap, debate, dialogue, and small-

⁸³ *Ibid*

⁸⁴ Muhassin, M. Teachers Communicative Activities in Teaching English as a Foreign Language (Tefl): a Study at Sman 9 Bandar Lampung. *Humaniora Binus*, 7 (4), 485-493. p.486, Accessed on Maret 10th 2021

group discussion are suggested because they can stimulate people to speak English more actively.

The Japanese situation is a situation in which British and American varieties are equally acceptable and both are taught. The availability of teachers partially influences the choice of varieties, partly by political influence and also geographical location. Learning American English tends to be learned by foreign English students in Mexico and the Philippines. Learning British English tends to be learned by Europeans, meanwhile, Australasian English is a target of variation in Papua New Guinea .⁸⁵ Generally people know three types of English, American English (US), British English (UK) and some are learning Australian English, these three languages are part of a languages variety, in expression they have their own mother tongue. English in Indonesia that is usually used by teachers in schools is British English (UK) and American English, students will learn English in accordance with their teacher's educational background, for example teachers who studied British English (UK) during college, when teaching will teach British English to the students they teach, as well as English teachers who have an American English (US) education background, the teacher will also teach American English to her students.

Michael West is able to state in 1953 in Broughton : The foreigner is learning English to express ideas rather than emotion : for her emotional expression she has the mother tongue .⁸⁶ So, on average foreigners learn English usually caused by several things for example because of the demands

⁸⁵ *Ibid*

⁸⁶ *Ibid* , p. 8

of work or because the demands of formal education that require students or workers need to be able to speak English, although some foreigners feel English is familiar to her, usually people it will continue to choose their mother tongue in daily life to expressed their emotions .

In Malta, English tends not to be used for the most personal purposes, and the emotional life of the speaker is expressed and develop mostly through mother tongue, where general mother tongue is available.⁸⁷ It means, no matter how fluent someone speaks English, this person will be more dominant in choosing to used her own mother tongue, English is generally used for certain purposes, such as work, education, graduation tests, etc., to speak in interactions in daily life, people will telling stories, joking, expressing her emotions through her own mother tongue.

It is uncommon for this situation among young immigrant first generation children who have only very limited experience of their mother tongue at home and obtain a form of public English at school. Such linguistic and cultural appropriation can lead to feelings not belonging to an "anomie" social group. Awareness of this danger is partly behind the recent European Council scheme to teach immigrant children their finer tongue in addition to the language of their host country: regular school lessons in their mother tongue, in the UK this takes the form of an experimental scheme in Bedford where children are Italian and Punjabi immigrants .⁸⁸ It means, all children, including immigrant children, need to learned their mother tongue, so that they do not feel an crisis identity.

⁸⁷ *Ibid*

⁸⁸ *Ibid* , p.9

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